INDEX TO VOLUME IV
1968 - 1969

Anderson, Cathie A., with Robert M. Wilson, "Prediction of Success in Reading," No. 3, p. 199.
Anderson, Lauriel, with Irwin H. Wexner, *Special Review:* "Sex Education for Exceptional Children: A Discussion," No. 3, p. 221.
Arena, John I., *Editorial Comment:* "Handwriting: Must It Be a Learning and Instructional Enigma?" No. 1, p. 5; *Editorial Comment:* "They Can Learn," No. 2, p. 85; *Editorial Comment:* "Progress Report," No. 4, p. 320-a.
Banas, Norma, with I. H. Wills, *"The Vulnerable Child* and Cursive Writing," No. 1, p. 53; *"The Vulnerable Child* and Visualization: Seeing Meaning for Words," No. 2, p. 147; *"The Vulnerable Child* and Prescriptive Teaching," No. 3, p. 215; *"The Vulnerable Child* Listens," No. 4, p. 311.
Blaker, Charles W., "Sam and Structure: A Young Man's Odyssey," No. 2, p. 101.
Boder, Elena, "Developmental Dyslexia: A Diagnostic Screening Procedure Based on Reading and Spelling Patterns," No. 1, p. 285.
Carter, Joan, with Norma Levine, "Handwriting for the Learning-Disabled," No. 1, p. 35.
Coon-Teters, Floria, "Human Considerations in the Education of Educationally Handicapped Children, No. 3, p. 164.
Covey, Dan, with Mr. and Mrs. James V. Covey and Doreen Kronick (coordinator), *Learning from Living:* "Dan and Dyslexia: Two Points of View," No. 2, p. 129.
Covey, Mr. and Mrs. James V., with Dan Covey and Doreen Kronick (coordinator), *Learning from Living:* "Dan and Dyslexia: Two Points of View, No. 2, p. 129.
Crouteh, Ben, "Handwriting and Correct Posture," No. 4, p. 283.
Early, Frances, *Developing Perceptual-Motor Skills:* "New Uses for the Old Template," No. 4 p. 295.
Early, George H., with N. C. Kephart, *Developing Perceptual-Motor Skills:* "Perceptual-Motor Training and Academic Achievement," No. 3, p. 201.
Edgington, Ruth, *For the Classroom:* "Teaching Language Patterns," No. 2, p. 139; *For the Classroom:* "An Open Letter to an Incoming Resource-Room Teacher," No. 2, p. 225; *For the Classroom:* "An Open Letter from an Incoming Resource-Room Teacher," No. 4, p. 298.
Faelchle, Jane, with Martha Serio and Eleanor Gaskill, *From the Classroom:* A Language-Development Program for Children with Learning Disabilities," No. 3, p. 233.
Fisher, Edith, with Christine McMonagle and Doreen Kronick (coordinator), *Learning from Living:* "Teaching Cursive Writing to a Perceptually Handicapped Child," No. 1, p. 56.
Fisher, Ralph, with Doreen Kronick (coordinator), *Learning from Living:* "Gadgets, Gimmicks, and Gross Motor," No. 4, p. 307.
Footlik, S. Willard, with Clarence C. McCormick and Janice N. Schnobrich, "The Effect of Perceptual-Motor Training on Reading Achievement," No. 3, p. 171.
Gaskill, Eleanor, with Jane Faelchle and Martha Serio, *From the Classroom:* "A Language-Development Program for Children with Learning Disabilities," No. 3, p. 233.
Gitter, Lena, *Special Report:* "From Charity to Rights," No. 3, p. 189.
Gordon, Sol. "The 'Brain-Injured' High-School Student," No. 1, p. 87.
Groffman, Sidney, "Clinical Management of Perceptual-Motor Disability in Teenagers," No. p. 111.
Hainfeld, Harold, *The Notebook:* "Using Sound Films for Speech Analysis," No. 3, p. 213.
Harrison, Enid, M., "The Brain-Damaged Child and Writing Problems," No. 1, p. 13.
Heckelman, R. G., "A Neurological-Impress Method of Remedial-Reading Instruction," No. 4, p. 277.
Hinton, George G., with Robert M. Knights, "Minimal Brain Dysfunction: Clinical and Psychological Test Characteristics," No. 4, p. 265.
Hunt, Jane V., "The Early Detection of Potential Learning Disorders," No. 4, p. 253.
Index to Volume IV, 320-c.
"In the Journals," No. 1, p. 76; No. 2, p. 145; No. 3, p. 224; No. 4, p. 320.
Iogha, Ruth, with Lotte Kaliski, "A Musical Approach to Handwriting," No. 1, p. 23.
Kaliski, Lotte, with Ruth Iogha, "A Musical Approach to Handwriting," No. 1, p. 23.
Keldgord, Robert F., "Brain Damage and Delinquency: A Question and a Challenge," No. 2, p. 93.

Kephart, N. C., with George H. Early, *Developing Perceptual-Motor Skills:* "Perceptual-Motor Training and Academic Achievement," No. 3, p. 201.
Kimmell, Geraldine M., "Scope International," No. 1, p. 73; No. 2, p. 155; No. 3, p. 238; No. 4 p. 318.
King, Diana Hanbury, "Some Practical Considerations in the Teaching of Handwriting," No. 1, p. 7.
Knights, Robert M., with George G. Hinton, "Minimal Brain Dysfunction: Clinical and Psychological Test Characteristics," No. 4, p. 265.
Kratoville, Betty Lou, *Special Report:* "Sixth Annual 1969 ACLD International Conference," No. 4, p. 274.
Kronick, Doreen (coordinator), with Edith Fisher and Christine McMonagle, *Learning from Living:* "Teaching Cursive Writing to a Perceptually Handicapped Child," No. 1, p. 50; with Dan Covey and Mr. and Mrs. James V. Covey, *Learning from Living:* "Dan and Dyslexia: Two Points of View," No. 2, p. 129; *Learning from Living:* "Regular Camp, Special Camp, or No Camp?" No. 3, p. 207; with Ralph Fisher, *Learning from Living:* "Gadgets, Gimmicks, and Gross Motor," No. 4, p. 307.
Kundin, M. Leonard, "Neurological Maturational Lag and Specific Learning Disability," No. 2, p. 121.
Larson, Charlotte E., *For the Classroom:* "Teaching Beginning Writing," No. 1, p. 61.
Levine, Norman, with Joan Carter, "Handwriting for the Learning-Disabled," No. 1, p. 35.
Linn Shirley, "Remedial Approaches to Handwriting Dysfunction," No. 1, p. 13.
Madison, Betty D., *The Notebook:* "A Kinesthetic Technique for Handwriting Development," No. 1, p. 59.
Mathies, Lorraine, with Helen Nicklin, "Literature in Review," No. 1, p. 71; No. 2, p. 150.
McCormick, Clarence C., with Janice N. Schnobrich and S. Willard Footlik, "The Effect of Perceptual-Motor Training on Reading Achievement," No. 3, p. 171.
McMenemy, Richard A., "The Effect of I.Q. on Progress in Remedial Reading," No. 3, p. 191.
McMonagle, Christine, with Edith Fisher and Doreen Kronick (coordinator), *Learning from Living:* "Teaching Cursive Writing to a Perceptually Handicapped Child," No. 1, p. 50.
Miller, Marion Z., *The Notebook:* "Remediation by Neurological Impress," No. 4, p. 313.
Mulligan, William, "A Study of Dyslexia and Delinquency," No. 3, p. 177.
Nicklin, Helen, "Literature in Review," No. 4, p. 315; with Lorraine Mathies, "Literature in Review," No. 1, p. 71; No. 2, p. 150.
"On the Bookshelf," No. 1, p. 75; No. 2, p. 159; No. 3, p. 232; No. 4, p. 317.
PreFontaine, Harris L., "Stress Reduction and Handwriting," No. 1, p. 31.
Ramming, Jessie, "Using the Chalkboard to Overcome Handwriting Difficulties," No. 1, p. 49.
Ramos, Randy, "Left-Handed Handwriting," No. 1, p. 47.
Rowe, Cecil Ann, *Techniques for Teaching Dyslexic Children:* "Sewing: A Tactile-Kinesthetic Approach to Handwriting," No. 1, p. 52.
Schnobrich, Janice N., with S. Willard Footlik and Clarence C. McCormick, "The Effect of Perceptual-Motor Training on Reading Achievement," No. 3, p. 171.
Serio, Martha, *From the Classroom:* "Cursive Writing: An Analytical Approach," No. 1, p. 67; *From the Classroom:* "Let's Look at His Talents," No. 2, p. 137; with Eleanor Gaskill and Jane Faelchle, *From the Classroom:* "A Language-Development Program for Children with Learning Disabilities," No. 3, p. 233; *From the Classroom:* "Bring the Cow into the Classroom: Focus on Language," No. 4, p. 303.
Slingerland, Beth, "Early Identification of Preschool Children Who Might Fail," No. 4, p. 245.
Sutphin, Florence E., "The Space Dilemma: Bridgeport's Answer," No. 3, p. 196.
Thomas, Aletha P., "The Developmental Process of Handwriting," No. 1, p. 39.
Tidgwell, Lois A., "The Movement Phenomenon: A Perspective and a Proposal," No. 4, p. 288.
Tremonti, Joseph B., "Neurological Organization and Reading Disability in College-Age Students," No. 2, p. 105.
Wexner, Irwin H., and Lauriel Anderson, *Special Review:* "Sex Education for Exceptional Children: A Discussion," No. 3, p. 221.
Wills, I. H., with Norma Banas, *"The Vulnerable Child* and Visualization: Seeing Meaning for Words," No. 2, p. 147; *"The Vulnerable Child* and Prescriptive Teaching," No. 3, p. 215; *"The Vulnerable Child* Listens," No. 4, p. 311.
Wilson, Robert M., with Cathie A. Anderson, "Prediction of Success in Reading," No. 3, p. 199.